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SUBJECT
Clearance for material for public release USAFA-DF-PA-286

DATE

SUMMARY

1. PURPOSE. To provide security and policy review on document at tab 1 prior to release to the public.

2. BACKGROUND. Dr. Michael Doyle is submitting a manuscript and seeking approval for publication.

Presenter / Authors: Dr. Michael Doyle - DFF/ USAFA
Title: "Spanish at the United States Air Force Academy: Developing Leaders of Character as an LSP Curricular Model"

Circle one: Abstract Tech Report Journal Article Speech (Paper) Presentation Poster

Thesis/Dissertation Book Book Article Other:

Description: This paper is in regard to developing leaders of character through Spanish Curricular Model.

Release Information: submit for publication @ the journal "Cuadernos de ALDEEU, General Editor Dr. Candelas Galas, Wake Forest University."

Previous Clearance information: N/A

Recommended Distribution Statement: "Distribution A, Approved for public release, distribution unlimited."
Approved for public release - "The views expressed in this article are those of the author, and not necessarily those of US Air Force Academy, the US Air Force, the Dept. of Defense or the U.S. Government."
3. DISCUSSION. N/A

4. VIEWS OF OTHERS. N/A

5. RECOMMENDATION. Department Head or designee reviews as subject matter expert. DFER reviews for policy and security. Coordination indicates the document is suitable for public release. Suitability is based on the document being unclassified, not jeopardizing DoD interests, and accurately portraying official policy [Reference DoDD 5230.09]. Release is the decision of the originator (author). Compliance with AFI 35-102 is mandatory.

Ismenia I. de Souza

Dr. Ismenia Sales de Souza, Director of Research, USAF
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1 tab
paper

# SPANISH AT THE UNITED STATES AIR FORCE ACADEMY:

# DEVELOPING LEADERS OF CHARACTER AS AN LSP CURRICULAR MODEL

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## Introduction: Institutional Context

Developing outstanding leaders has been the hallmark of the three United States Service Academies since their inception.[1] Graduates from these eminent institutions have left an indelible mark in our nation's history and have produced not only distinguished military commanders, but also U.S. Presidents, Representatives to Congress, Captains of Industry, Astronauts, etc. As the youngest of the three Service Academies, the United States Air Force Academy (USAFA), founded in 1954, is continuing with that honored tradition of producing excellent leaders for our nation.

Given their history and reputation, it is no surprise that these institutions attract the best and brightest high school students from across the nation. An overall composite of incoming students scheduled to graduate in the years 2012 through 2015 provides a general picture of the student body at USAFA.[2] This composite yields a comprehensive portrait of the students at USAFA and shows that the Air Force Academy, like the other Service Academies, is a highly competitive institution, fielding between 9,000 and 13,000 applicants each year. From this large pool approximately 1,100 to 1,300 (11%) are accepted for admission. Of these admissions,

women comprise between 20% and 23% of the student population. The percentage of minorities at USAFA varies between 21% and 27% and includes Hispanic, Asian/Pacific Islander, African American, and Native American students. In terms of geography, every state is represented. In addition, USAFA has over 70 full-time international students matriculating for at least one semester (see Figure 1).

**FIGURE 1. Cadet Characteristics Snapshot**

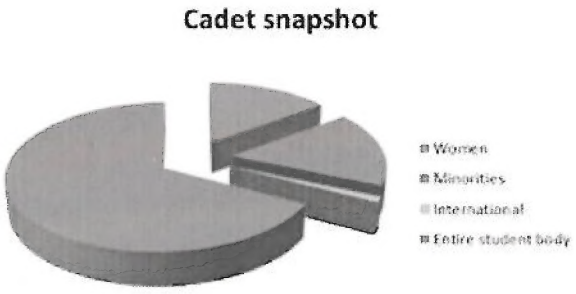


Figure 1. Daniel Uribe, Jean W. LeLoup, and Terrence Haverluk, Cadet Characteristics Snapshot. "Assessing Intercultural Competence Growth Using Direct and Indirect Measures." *NECTFL Review*, 73(2014): 17. Web. 2 Feb 2014.

In keeping with the highly selective classification of USAFA, the mean score on the Critical Reading portion of the SAT Reasoning Test is 640 points; the mean for the Mathematics portion is 666 points. Each year approximately 10% of the freshman class is composed of either valedictorians or salutatorians from the students' high school graduating classes. Between 63% and 65% of incoming students were members of the National Honor Society and participated in several other honorary organizations. In addition, over 80% of students lettered in at least one sport during their high school career. They also were members of myriad clubs and activities of all categories, from debate teams to musical clubs to Scouts.

The challenge for the Service Academies is to take these highly motivated and high-achieving young men and women and mold them into military leaders who will subsequently carry their leadership over into other arenas beyond their military service. Specifically, however, the mission of the Air Force Academy is "to educate, train and inspire men and women to become officers of character motivated to lead the United States Air Force in service to our nation" (*United States Air Force Academy Strategic Plan* 2 ). In order to achieve this mission, the Air Force Academy is organized into three distinct mission elements. The Dean of the Faculty is responsible for the Academic mission, the Commandant of Cadets focuses on military training and discipline, while the Director of Athletics oversees the physical development of cadets. But perhaps a unique aspect of this institution is that all three of these mission elements are fully integrated to achieve the Academy's mission. Because of this integration, standards of behavior and discipline expected of a future officer are established and enforced in the academic classroom, in the squadron and on the athletic fields.

The Dean of the Faculty is responsible for the academic curriculum and the intellectual development of the cadets. The Academy's curriculum is designed to provide cadets a broad undergraduate liberal education but within the framework of a military institution. The academic curriculum has a strong core component, which provides breadth across the Humanities, Basic Sciences, Social Sciences and Engineering, and the cadets also choose a major from nearly 25 currently available for additional depth in areas of their interest. But most importantly, the primary element of the Academy mission, to develop leaders for the immediate as well as the long term, is infused throughout the twenty academic departments.

In the Department of Foreign Languages (DFF), leadership development is at the core of the department's mission, which is "to develop leaders of character with a global perspective."

While we seek to develop officers with outstanding foreign language skills and strong cross-cultural competence, leadership development undergirds all of the efforts in these areas. During New Instructor Orientation, the Department Head reminds all new faculty members to take full advantage of those moments that can be used to teach cadets about tough leadership challenges they have personally encountered throughout their professional careers. Such firsthand accounts shared by our military and civilian faculty often have a profound and lasting impact on these young men and women by presenting them with real-life scenarios, complex choices and tough decisions often made under difficult conditions. This article will provide specific examples of how leadership is addressed in the Spanish curriculum at the intermediate and advanced levels, in literature as well as in special topics courses in Spanish for specific purposes. The examples may serve as an adaptable method and model for developing leaders of character as an LSP curricular focus in itself.

## Leadership at the Intermediate Level of Spanish Instruction at USAFA

### *National Need for Leaders with Language Expertise*

In 2006, the Committee for Economic Development, a nonprofit, nonpartisan public policy organization, published an extensive policy analysis report on the state of competitiveness of the United States in the global economic arena (Education for Global Leadership). In essence, the outlook for the U.S.—in the face of declining enrollments in foreign language education at the secondary and tertiary levels—was not sanguine. The report noted the increasing importance of being more knowledgeable about and better experienced in both the languages and cultures of other regions of the world and lamented the lack [of] sufficient knowledge of other world regions, languages, and cultures on the part of most students moving through the U.S. educational system (14). It is precisely this inattention to other languages and cultures that

weakens the position of U.S. leadership in an increasingly interdependent world (25). Recommendations were for expansion of language instruction at all levels, particularly in critical, less commonly taught languages (LCTLs) such as Arabic, Chinese, Hindi, and Persian/Farsi (27). A renewed emphasis on language and culture would lead to increased competence in global communication and, concomitantly, a strengthened position of leadership for the U.S. Indeed, the report concludes that "Leadership in the twenty-first century will depend not only on strengthening our students' reading, math, and science skills, but also on helping them become citizens of the world by expanding their knowledge of other countries, cultures, and languages" (30).

Hence leadership and proficiency in language and culture are considered strongly intertwined in a global view that seeks to maintain a country's eminence as a world power in the international community. This perspective is certainly shared by the U.S. Air Force, as well as other military bodies/forces both here and abroad (Adamshick; Smith 4; Thompson 46; Troxell; Yu et al. 22). The increased emphasis on preparation of the military cadre vis-à-vis second and even third languages and their associated cultures is not serendipitous. There is a concerted effort on the part of the Air Force, for example, to identify Airmen (the common term used to refer to both men and women in the Air Force) with language proficiency and/or aptitude and cultivate that ability/talent for the country's benefit. The Language Enabled Airman Program (LEAP) came into being in the past few years to promote this impetus. The goal of LEAP is to "sustain, enhance and utilize the existing foreign language skills of Airmen (. . .) The program seeks to develop cross-culturally competent leaders with working-level foreign language proficiency—leaders who can meet Air Force global mission requirements" (Jordan). The ever-present theme of leadership education in the military is a suitable complement to the press/push for increased

intercultural competence on the part of those charged with representing our country in matters of worldwide communication. The tie between language study and intercultural competence is not merely an add-on for advanced level language courses but rather needs to begin at the initial levels of language learning and continue throughout all language coursework.

***Leadership in an Educational Setting***

The USAFA mission is to develop and commission leaders of character (DFF). Leadership is clearly a vital component of the professional training that USAFA students or cadets receive. At the same time, USAFA is an undergraduate institution of higher learning and aims to endow its students with a body of knowledge that is associated with a liberal arts education. While these two notions may seem divergent at first blush, the concept of integrating leadership in an educational setting has come to the fore with the recognition that today's students will be tomorrow's leaders and will need a multifaceted set of skills, knowledge, and abilities to be successful (Barrenech 104; Long 91). The Partnership for 21st Century Skills (P21) underscores Leadership and Responsibility as components of student outcomes under the heading of Life and Career Skills (Framework for 21st Century Learning). The P21 framework, in turn, aligns with the Common Core State Standards, the national guide for student learning expectations in all states (P21 Common Core Toolkit). To close the circle, the skills listed under Leadership and Responsibility coordinate well with the aims of global education and world languages as reflected in the National Standards for foreign language instruction and learning (Heining-Boynton and Redmond 52, 55; National Standards). Language learners are seen as "responsible leaders [who] leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community" (World Languages ACTFL 21st Century Skills Map).

Two examples of combining leadership and educational goals illustrate the successful integration of these two concepts. Taking to heart the connection between leadership and language skills, Cristin Bleess of Castle View High School, Castle Rock, Colorado, sought to create an advanced Spanish course that would meet her students' language proficiency needs as well as help to develop relevant 21st century skills. After consulting experts in the Languages for Specific Purposes (LSP) field, she decided to develop a Spanish language course that had leadership as its focus (Crouse 32). Appropriately, the course was entitled "Spanish for Leadership" and offered her students "real-world opportunities to practice language and navigate culture in the context of a specific field"—business and the world of work (Crouse 33). Bleess rightly reasoned that her students will need leadership skills in their future professional world, and having the theme-related language proficiency as well will give them an advantage over the competition.

At the United States Naval Academy, six faculty members of the Department of Leadership, Ethics, and Law collaborated to fashion and offer an experimental course entitled Culture, Military Leadership, and Global Human Terrain. The goal of the course was to develop skills to enable them to function more effectively in a global world. To do so, they studied in depth the key concepts and theories of culture and leadership models of leading scholars in the field. The course also included several practical exercises that took the midshipmen out of the classroom and placed them in real-world situations, dealing with people from different cultures where they needed to reflect on and then apply what they had learned in the course. Students were enthusiastic and appreciated the opportunity to confront "pilot" cultural situations that they will surely face in their future military career (Adamshick 164, 166). (As the course was not focused on language acquisition, the activities were done in English.)

***Leadership As Part of the Intermediate Level Spanish Class***

Unless they validate the language placement exam, all cadets at USAFA currently have either a two-semester or a four-semester foreign language requirement, depending on their major (technical majors [e.g., Aeronautical Engineering, Physics] have the former; non-technical majors [e.g., English; Management] have the latter). As a result, for most students Intermediate Spanish is a requirement rather than an elective. The general charge for professors at USAFA is to develop leaders of character for myriad occupations and/or assignments in the Air Force in their future careers. Even though many cadets may not choose to continue with language study nor become linguists in their own right, they do have a service obligation that will quite possibly send them to work in environments where English is not the first language and "American" is not the predominant culture. Consequently, the Course Director of the intermediate level Spanish courses felt it was incumbent upon instructors to instill some degree of intercultural competence[3] in their cadets. Instructors at this level unanimously felt it essential that their students have some sense of how to view, appreciate, and relate to other cultures in order to be effective in their future careers. Development of said intercultural competence would enable their students to communicate and function well as members of a global society (College Learning 3; DuBrin 432; Forest and Keith 10).

In concert with the aforementioned P21st Century Skills and the Cultures and Comparisons goal areas of the National Standards for foreign language learning, as well as the Modern Language Association's call for a shift in focus from linguistic and literary objectives to transcultural competence in language classes (Foreign Languages and Higher Education 106; Framework; National Standards), the leadership of the intermediate level Spanish courses at USAFA decided to implement the component of cultural scenarios in the curriculum. The

natural next step was to integrate the concept of leadership into the scenarios, as leadership can be viewed as "essentially a cultural activity—it is suffused with values, beliefs, language, rituals, and artefacts" (Jackson and Parry 71). Indeed, leadership is simply not conceived of nor played out in the same way across cultures and around the world. Some leadership behaviors may be universal, while others are confined to local cultural groups. In addition, differences exist in gender roles and even leadership styles per se among cultures (DuBrin; Hofstede 2001, 2009). In some educational institutions, the concept of leadership may simply underpin the entire curricular structure without being explicitly named (Long et al.12). The constructs of leadership and intercultural competence seemed to dovetail nicely as themes in the cultural scenarios. Cadets, envisioning themselves as future Air Force officers reacting to and in these scenarios, could take on leadership positions while demonstrating cultural sensitivity, thus providing a strong role model for their subordinates.

***Cultural (Military) Scenarios with a Leadership Component***

Once the decision was made to include these scenarios in the intermediate Spanish curriculum, the Course Director began to gather real-life situations from DFF colleagues, both military and civilian, who had experience abroad and could offer examples that demonstrated the need for intercultural communication and competence to arrive at a positive resolution. As personnel changed in the Division of Spanish and Portuguese and different instructors came on board to teach at the intermediate level, more scenarios were added and refined to include the leadership component. The situations are numerous (more than 30 to date and they continue to be gathered), varied, and cover settings from the completely formal military encounter to incidental personal happenstance while simply living and working in the target language (TL) environment. The purpose of the wide range is to drive home the point that future Air Force

officers are ever and always representatives of their country and are viewed as such by in-country nationals. Therefore, they must be vigilant of their circumstances, self-disciplined, focused on their present goal, knowledgeable of local customs, mores, and the culture in general, and well aware of the impression they make. The goal is to forge connections and make allies, not enemies (DuBrin; Hofstede 2009; Yu et al.).

The scenarios are presented to students during the regular language class usually as situations that pose a problem in need of a solution (see Appendix 1 for a sample scenario with its translation). Generally, the students then discuss the problem in small groups or pairs, devise their own solution, and share these thoughts with the entire class. The class discussion then turns on reactions to the various proposals and culminates in a final explanation of what is the best solution given the circumstances. An alternative approach might have students role-playing what they deem an appropriate resolution to the problem. Another might be to list the various options proffered and have the class members vote, justifying their individual stance. The idea is to have the student think about and reflect upon his or her possible actions, considering what the consequences might be. In keeping with the National Standards goal areas of Cultures and Comparisons, an additional component of the discussion is fathoming the "why" or the perspective of the TL culture vis-à-vis the behaviors. A true hallmark of cultural sensitivity is not just awareness of the situation but also the willingness to delve deeper and investigate the reasons that underpin the actions of members of the TL culture (DuBrin 432; National Standards).

The final portion of the activity is to demonstrate how one might step up and take a leadership role in order to achieve a positive outcome. The cadets need to realize that leadership is not found only at high levels; as Captains,[4] they too can take on a leadership role to bring

about an appropriate denouement to a scenario. It is key, and even critical, to know when it is appropriate to listen, when to speak, and how to leverage one's own cultural knowledge to prompt an effective end (P21 Common Core Toolkit). In essence, leadership involves an ongoing relationship between and among group members; it can and should include mentoring on the part of the leader (DuBrin). The overarching goal of the cultural military scenarios is to give cadets time to think about and discuss the ramifications of various in-country situations embedded with cultural fibers, debrief and arrive at a solution that is culturally appropriate, enable the cadet to demonstrate leadership, and foment positive relations with TL colleagues and professionals and/or military representatives.

***Overcoming Challenges***

As stated earlier, with a class of not necessarily enthusiastic students of language, one challenge is to make any activity relevant to the learners (cadets). This is particularly true if the class is not an elective and the instructor must contend with the ubiquitous "I don't really want to be here" attitude. Frequently, activities are viewed by these reluctant students as tedious, with little to no personal meaning or relationship that they can see at this point for their future. For those students choosing to take the course as an elective and desirous of improving their language skills, the combination of language and culture study is a "no-brainer." They realize the two components go hand in hand and that either one alone is not sufficient to instill in them any sort of language proficiency or intercultural competence. The presentation of real-world scenarios—some rather shocking to the students—really draws their attention. Suddenly they see the benefit of grappling with these situations for future implementation in their Air Force careers.

In addition, the added focus on the leadership potential of each scenario reinforces this theme, which is interwoven throughout the entire USAFA curriculum, in both the core and major

coursework. In other words, it is a familiar refrain for cadets and thus a strong and shared background from which to operate in their discussions. The need to combine the issues of intercultural competence, communication, and leadership makes sense to these learners because it flows from an ever-present leitmotif underlying their entire course of study.

The decision of which language to use for discussion is also an issue to consider. Based on course objectives, student outcomes, course and ability descriptors (USAFA Curriculum Handbook), and a comparison with the ACTFL Proficiency Guidelines (2012), instructors determined that at the intermediate level of Spanish students had sufficient language proficiency to contend with these scenarios in the TL. In addition, the classes at this level are pure immersion classes: no English is spoken by the teacher or the students from the time they enter the class until they leave at the end. Once they cross the threshold of the classroom, they are in a "Spanish only" environment and must operate accordingly. The scenarios are written in a straightforward manner, and instructor presentation often entails acting out some of the situations so that students have a good grasp of the problem. Additionally, the extremely important skill of circumlocution is taught early and practiced often in the courses. This skill enables students to get their meaning across in a cogent manner, much in the same fashion they may need to do so if/when stationed in a TL country in the future.

Finally, the question of how to evaluate students' comprehension/acquisition of these concepts needs to be addressed. In the intermediate Spanish level classes, we evaluate the students' understanding of the scenarios and their leadership potential on two graded events during the semester: the mid-term and the final exam. For these evaluations, the students are presented with a choice of scenarios (by title, not the entire scenario), and they must describe the situation and/or problem, offer a culturally appropriate solution in which they adopt a leadership

role, and discuss how this knowledge will help them in their future careers as Air Force officers. Their responses are written in the TL but the grammar is not graded. Instead, we concentrate on and assess their intercultural competence in dealing with the scenario they have chosen. The grading rubric provides points for description of the situation, a solution, the leadership role, and impact on their future AF career. We are currently conducting a study to see if we are, indeed, realizing our goal of inculcating the cadets with a combination of leadership skills and cultural knowledge as presented in our intermediate level language Spanish classes. We anticipate and are hopeful of confirmation of our efforts.

## Leadership in the Advanced Level Literature Seminar at USAFA

### *Leadership as a Value-Added Approach to Teaching Literature*

As indicated previously, the dogma of leadership is infused directly into the USAFA curriculum and cadet life. In fact, the USAFA mission statement fits neatly on to a sign and is posted throughout the institution: Building leaders of character. The military needs and develops leaders, as does civilian society. In survey after survey in popular culture, employers in many fields underscore the need for young people entering the workforce to possess leadership skills as well as technical and/or content knowledge. The current need for leadership development is so critical that a call to integrate "leadership and responsibility" into language teaching and learning at all levels (including advanced classes) was endorsed by the American Council on the Teaching of Foreign Languages in 2011 (World Languages).

It is advantageous in both military and civilian spheres to develop leadership savvy early. In this particular way, USAFA cadets are no different than their undergraduate civilian counterparts who are enrolled in advanced level Spanish literature classes. No matter their

specializations, the refinement of their ability to lead will play a role in shaping their futures. USAFA students are officers in training and will have accelerated placement in leadership roles compared to civilian students. This is a strong motivator for the educator who is teaching at a military academy to integrate leadership studies into the subject matter. Merging disciplinary focus (in this case foreign language and literature) with leadership development is a logical and useful path because it provides a value-added approach to teaching literature. The addition of leadership to the literary domain can heighten relevancy for students seeking to become leaders.[5]

This section of the present article evolves out of the design and implementation of a special topics seminar (Spanish 495) titled "War in the Arts in Spain and Latin America," taught at USAFA twice (fall 2012 and spring 2013). Motivated by the reasons presented heretofore, an exploration of leadership was integrated into the literature seminar. Also driving the initial seminar's focus was a simultaneous pilot research project in the USAFA language department. This study produced a department-wide snapshot that reported on practices and attitudes of faculty and students on leadership development and languages (fall 2012). The investigation found explicit ways to link leadership development and language teaching systematically and to be more visible in the curriculum (USAFA SoTL). A key conclusion drawn from the project was that "knowing multiple languages and cultures helps produce good leaders" (6). The extent of one's language and cultural knowledge informs leadership decisions and behaviors.

Concurrent with the second seminar was an additional research project titled "Integrating Foreign Languages and Leadership Development at the Advanced Level." This project fueled additional ways to explicitly integrate leadership into the literature seminar. Two USAFA faculty members intentionally included leadership as content in two advanced literature courses. In both Spanish and German literature courses, texts were strategically selected to offer a variety of

perspectives on leaders and leadership in the Spanish-speaking world and Germany. The research project used reflective journals and joint discussion sessions that included both Spanish and German language students.

A literature seminar offers a rich and complex learning environment for examining leaders and leadership while increasing cultural, linguistic and literary literacy. The literature seminar offers reflective spaces, such as discussions and essay writing, which allow for the deliberate examination of leadership behaviors, practices and attitudes across cultures and time. Reading foreign literatures provides an established context in which one can personally and cross-culturally reflect on leadership.

***Examining Literature through the Leadership Lens***

Besides appreciating foreign language fiction on its own merit through literary analysis that considers genre, structure, space, time, form, language, and so forth, studying literature through the theme of leadership has several benefits. The leadership lens heightens personalization of the readings and the cross-cultural examination of practices, products and perspectives. Personalization of literature through hypothetical situations results from the instructor promoting direct consideration of leaders and leadership. Questions might include: What would you do if you were in the situation of the fictional leader and why? This technique should be coupled with reflection on one's own leadership development. Such introspection can explore the exclusively personal and/or the professional. Putting the readers into the fore and personalizing their literary experience by taking on the role of fictional characters may help increase the relevance of foreign literature. Moreover, by focusing on leaders and leadership in literature, there is a concentrated examination of culturally related behaviors of fictional leaders and followers in their literary/cultural context. In sum, in the seminar cadets studied literature using traditional

approaches as well as cultivated the value-added element of leadership development simultaneously.

The study of literature offers a variety of ways to consider leadership—its definitions, behaviors, qualities, competencies, and skills. Close readings that are guided by structured activities and/or discussion produce the following types of interactions with the texts, class members, instructor, and/or social media. The following list of examples is from the seminar.[6] Students are able to:

- Engage other cultural perspectives (and/or those found across time).
- Analyze, synthesize, and evaluate.
- Learn to problem solve and/or make decisions.
- Heighten self-awareness through comparisons with literary characters by examining their own personal values.
- Practice interpersonal interactions through role-playing based on fiction that includes opportunities to mentor, motivate, empathize, supervise and/or collaborate.
- Experience the challenges of civic responsibility through inclusion, diversity, social justice, social responsibility, and service.
- Develop literacy skills in the target language through opportunities to practice verbal/non-verbal communication by listening, writing, facilitating, engaging in conflict negotiation, and advocating a point of view.
- Develop personal behaviors that support them as future leaders while considering the roles of leaders in literature that reflect ethics, personal responsibility, responding to change, and one's ability to function independently.

In the literature seminar, activities that contribute to the development of such competencies are problem-solving scenarios, role-plays, hypothetical situations, comparisons, and reflective essays that may be executed in or outside of class. Some activities are best conducted orally in groups during class. Yet others, such as reflective writing, are best done privately and they are not always to share. Seminar students wrote essays, role-played extensively based on literary characters, compared and contrasted the U.S. with foreign cultures, and delivered reports and briefings. As much of the literature was historical fiction, there were teachable moments in which to examine leaders across time, learn about historical milieu, and enhance geographical knowledge. Viewing leadership across time and space helped emphasize the organic quality of the concept. During each seminar, at least one question on every exam focused on leaders and leadership. By so doing, the leadership element was present in the assessment of all students and weighted appropriately as course content.

***Literary Works that Can Teach Leadership***

The instructor selected the following four works due to literary merit, accessibility, and unique images of leaders and followers: *El ingenioso hidalgo don Quijote de la Mancha,* Miguel de Cervantes y Saavedra (1605); *Los de abajo*, Mariano Azuela (1915); *Escuadra hacia la muerte*, Alfonso Sastre (1953); and *El húsar*, Arturo Pérez-Reverte (1983). Students read only the first two chapters of *El ingenioso hidalgo don Quijote de la Mancha*, as well as the two short novels and the play. The literature seminar included other readings and films as well. These four examples, however, were the most successful works and are the focus of the remaining discussion. Note that because of space limitations some of the assertions/conclusions about the literary works will seem oversimplified. A more nuanced and fuller discussion is beyond the scope of this article.

Through these four texts, students examined a variety of literary representations of leaders and followers. Materials selected to enhance the analysis of different types of leaders were crucial to the integration of leadership into the subject matter. Examples of key fictional characters included a young officer in Spain's Napoleonic Wars; a soldier-leader in charge of a death squad during Spain's Franco period; an illiterate *campesino* that rises to the rank of General during the Mexican Revolution; and, the iconic Spanish *hidalgo* who displays leadership by convincing others of his mission. Although these fictional leaders hail from different time periods and countries, they all encounter adversity and rise to the occasion. All works represent different types of human conflict and contain heroes and/or anti-heroes.

***Don Quijote: Leader Focused on the Mission***

In the first two chapters of *El ingenioso hidalgo don Quijote de la Mancha*, students are introduced to this literary masterwork, the protagonist, and the unreliable narrator. The narrator casts doubt on Don Quijote's verisimilitude. According to the narrator, this fiftyish gentleman from the lower nobility dries out his brains reading tales from chivalry books, which makes him go crazy. In spite of the taint of *locura*, students observe Don Quijote transforming himself into a medieval warrior in search of adventure. Quite humbly, he adopts the trappings of a knight errant. As a leader, he must convince others of his status, purpose, and motivate them as he does in the episode in the Inn (see Chapter 2). Don Quijote states his mission. He wants to right wrongs and defend the weak. His commitment to honor and mission is palpable from the first pages of the novel. As military thinking tends to be mission focused, Don Quijote's clarity of purpose resonated with the cadets (Campbell 3-25).

In the seminar, not surprisingly, many cadets found Don Quijote to be certifiably crazy. However, they also identified him as a role model for leadership because of his unwavering

commitment to honor, integrity, and his desire to serve the common good through high ideals. He was for many cadet-readers the consummate example of the individual who takes the moral high ground. One cadet wrote about Don Quijote and his role in Spanish society of the period: "Don Quijote was anything but an insider. He was an outsider because he was not easily swayed by the ebb and flow of society's deteriorating moral code; instead, he held himself to a different standard. Although his particular sense of morality and nobility might not be relevant to today's equivalent understanding, leaders today still need to demonstrate an unerring tendency to do right when facing wrong…" (Classroom Report). Even four hundred years later, the novel is still relevant to officers in training.

***Leadership and Integrity: A Leader Without a Cause***

In Mariano Azuela's *Los de abajo*, the protagonist Demetrio Macías comes from humble beginnings. After a malicious attack on his family and *pueblo* by the local authorities, he calls for justice, joins the rebellious armies of the Mexican Revolution, and quickly rises through the ranks. He has no formal education or military training. He is a country bumpkin who rises as a leader to the rank of General. Macías possesses traditional leadership traits such as masculine self-confidence, charisma and determination. He leads an earthy band of men. Sadly over the course of the novel, his character evolves into a metaphor for historical leaders of the Mexican Revolution who are revolutionaries without a cause. Macías becomes corrupt and heads a movement without a clear mission. In the end, he fights only for the sake of fighting. He cannot stop killing. Several cadets stated about Macías that he possessed the ability to inspire others through charisma. However, Macías would inevitably fail due to his lack of integrity and no clear mission. He was a tequila-drinking adulterer who was doomed to lose everything.

Besides the examination of the conduct of the main character as leader, the discussion was easily broadened to consider the behaviors and agendas of the real-life historical leaders of the Mexican Revolution (e.g. Villa, Obregón, Carranza). The relationship between fiction and reality emerged (again) as a topic that provided opportunities to drill down into Mexican history and relate today's Mexico to the past and also to the United States.

***The Authoritarian Leader***

The play *Escuadra hacia la muerte* (1953) ran only three times in Madrid before being shut down by the Franco regime. It presents six soldiers, all with checkered pasts, who form a death squadron. They are cloistered in a guardhouse in the woods during the fictional WWIII. The characters and setting are generic. The suffocating closeness of the guardhouse (meant to mimic conditions during the early Franco period) weighs on the soldiers as they wait for their final deadly assignment. These conditions take a toll on their morale. The play comments on Spanish society during the dictatorship (1939-75) in the aftermath of the Spanish Civil War (1936-39) and WWII (1939-45).

The military leader in charge of the squadron is the fanatical sergeant Cabo Goban who is a cruel, coercive leader and is eventually murdered by his fellow soldiers. There are echoes in Goban's behavior of both Adolph Hitler and Francisco Franco. A complex dynamic exists among the characters. The soldiers do not share their sordid pasts openly with each other. Even though they occupy the same space, the death squad assignment separates and isolates them from each other. They form a squadron in name but not in deed because they do not interact like a team to support each other. They do not communicate with one another, much like members of Spanish society of the post-war period. The squadron shows how those in close contact (technically "on the same side") mistrust each other and are suspicious—they are strangers to

each other in a military squadron that would normally focus on teamwork, familiarity, and like-mindedness associated with collaborative leaders and followers. The cadets were quick to point out the authoritarian presence of the sinister Cabo Goban and his flawed concept of leadership.

***The Leader Coming of Age***

In Arturo Pérez-Reverte's first novel titled *El húsar* (1983), the protagonist is a nineteen-year-old lieutenant in the Napoleon's Army in the 1800s. His name is Frederic Glünz, originally from Strasbourg, and he finds himself in Andalusia. In the south of Spain, by the end of the novel he will come to terms with service, leadership, morality, and disenchantment with war. Glünz is a character who is struggling to understand how to be a warrior and an effective officer. He becomes more and more aware of the futility of war. The novel poses questions such as: What does war mean? What is honor? Glünz is a virgin to battle. A significant amount of narrative space is dedicated to preparing him for battle both physically and mentally. However, in the end his entire war experience is reduced to three words: *Barro, sangre y mierda* (194). Trusting his leaders proves to be a challenge. Besides weighing wisdom and duty, the novel offers opportunities to study Spain's historical role of resistance to Protestantism, Enlightenment thought, and modernization in the 1800s. While studying *El húsar*, the cadets were involved in conversations about war, leadership and ethics.

***Conclusions: Literature and Leadership***

The cadets explored how literary representations of foreign leaders and leadership help us better understand the human experience. They discussed issues of ethics, power, hegemony, and marginality. The images of leaders helped societies create myths about war and conflict. They considered how fiction perpetuates such myths and how these leaders are depicted across

cultures. Ultimately, the leaders helped them gain insights into core questions about war, peace, and representation. The following are foundational conclusions:

- Leaders and leadership look different across cultures.
- Leadership/followership interplay unmasks culturally unique critical perspectives.
- Leader/follower status can be individual and can extend to entities such as nations.
- Using a leadership lens while reading foreign literature can broaden our perspective and personalize one's experience in the literature seminar.

Claims are made in this section about the advanced level literature seminar that will merit substantial testing and more evidence. Through the literature seminar at USAFA, some preliminary findings were culled from observations, reflective essays, and feedback sheets designed to capture cadet comments and attitudes about the addition of leadership to the study of language and literature. Another significant outcome of the method of the leadership lens in the teaching of literature is that it can revitalize the instructor's own reading of beloved literary works through an approach that is also generally well-received by the student learners.

## Foregrounding Leadership with Integrity in the Advanced Business Spanish Class at USAFA

### *LSP/SSP in American Higher Education*

Spanish for specific purposes (SSP) and its prominent sub-category of business Spanish are well documented mainstays of the nation's evolving language for specific purposes (LSP) and business languages (BL) curricula (Doyle, Fryer, Fryer and Guntermann, Grosse, Grosse and Voght, Kelm, Long, Sánchez-López).[7] Other major SSP *content domains*, such as Spanish for medical and health care professionals, Spanish for law enforcement professionals, Spanish for

community service, and Spanish↔English translation, have also become curricular staples at American institutions of higher education (Domcekova, Doyle, Fryer, Fryer and Guntermann Lafford, Lear, and Sánchez-López).[8] Many colleges and universities now include such LSP/SSP offerings in their course catalogs, reflective of the fact that they are taught on a regular basis and form part of both undergraduate and graduate programming.[9] One might assume that such formalization remains most prevalent in larger foreign language and Spanish programs, where enrollments might more apparently support the modern curricular diversity that LSP and SSP contribute. Yet, smaller enrollment programs also may have decided to extend or shift their curricular emphases to LSP/SSP and other non-traditional (i.e. non-literary) offerings in response to learner needs and demand, as well as to the needs and demands of other primary stakeholders (such as the educational institution itself in response to the evolving needs of society, employers, etc.).[10]

***LSP/SSP at USAFA and Contextual Justification***

The DFF curriculum at USAFA is organized around two pedagogical purposes and levels, the first of which feeds into the second: (1) skills development courses and (2) enhancement courses, "designed to develop a broader based appreciation of a particular culture, history, and literature."[11] The skills development courses are designed also to "provide additional opportunities to develop and refine [cadet] language skills." It is here, at the 300 and 400 upper-level courses, that USAFA creates space for content-based LSP *per se* within its curricular real estate via four possible rubrics: (1) For Lang 370 - Specialized courses in German, French, Spanish and Japanese; (2) For Lang 491 - Advanced Readings; (3) For Lang 495 - Special Topics; and (4) For Lang 499 - Independent Study. The rubric generally most suited for LSP inclusion is 495 - Special Topics. This particular course is often taught by a faculty member who

fills a Distinguished Visiting Professor (DVP) position, which enables a department such as DFF to bring to USAFA different research and teaching specialties not typically offered at the Academy. When funded for the DFF, a DVP position may be awarded in any language offered by the unit.

The DVP of Spanish[12] during the academic year 2013-2014 was presented with an opportunity to offer a first-ever Special Topics course in Language and Culture of Business in the Spanish-speaking World (*Lengua y cultura de los negocios en el mundo hispanohablante*). This in turn represented the opportunity for the DVP to simultaneously tailor and emphasize even more the longstanding pedagogical inclusion of ethics and leadership in the instructor's advanced business Spanish classes, as taught over the past 30 years, while explicitly anchoring and adapting[13] them to the core values of the Academy via the content itself (course syllabus) and pedagogical methodology (the priming framework of principled decision making and conduct according to which in-class activities would be customized). A summary contextual justification for doing so folds together key internal and external contexts for foregrounding leadership with integrity, such as the following:

- Internal, institutional context: USAFA's educational mission to develop leaders of character, an abiding gold standard for personal and professional conduct becoming a future officer in the United States Air Force, i.e., the cadets.
- External, societal context: Leadership with integrity is at an all-time premium in today's business world and global economy, as its well documented absence contributed to driving the nation and the global economy into the Great Recession, and almost into a second Great Depression. Investing in the development of leadership with integrity may ultimately prove to be the most promising and enduring

safeguard against the likelihood of unprincipled leadership triggering repeat economic crises and meltdowns.

- External, discipline-related educational context: e.g., ACTFL's *21st Century Skills Map* (2011), which includes "Leadership and Responsibility" under its heading, "Life and Career Skills," in which "Students as responsible leaders" demonstrate "integrity and ethical behavior" and act responsibly "with the interests of the larger community in mind."[14]

***Frame-working and Adapting Leadership with Character in Advanced Business Spanish***

As designed and taught by this particular DVP, developing learner leadership has long been a core objective in the SSP advanced business Spanish classes. These courses have used *Éxito comercial: Prácticas administrativas y contextos culturales* since its first-edition, which explicitly stated in the 1991 Preface that the book seeks "to foster and enhance the skills, creativity, ***leadership***, and cooperative spirit of our future global managers" (viii, emphasis added). This same wording has now in essence been carried over through six editions, nearly a quarter of a century, from 1991-2014, with only minor refinements.[15]

Ethics *per se*, which undergirds and completes the leadership with character/integrity desideratum, was *explicitly* added to the goal of leadership development and highlighted in the opening page of the 5th edition of *Éxito comercial* (2011), which included a "boxed mini-feature on business ethics, titled **Integridad y ética empresariales** at the beginning of each chapter" (IE, p. iii). Each chapter opened with a quotable quote on ethics as applied to business in general

and also to that particular chapter's business topic (see examples in Figure 1):

**Figure 1. *Integridad y ética empresariales* (new boxed mini-feature on business ethics in 5th edition of *Éxito comercial,* 2011)**

| Capítulo | QUOTABLE QUOTES |
|---|---|
| 1 | The time is always right to do what is right. MARTIN LUTHER KING (p. 2) |
| 2 | We don't have to make a choice between profits and principles. JEROEN VAN DER VEER, PRESIDENTE, ROYAL DUTCH PETROLEUM COMPANY (p. 25) |
| 3 | It takes 20 years to build a reputation and five minutes to lose it. WARREN BUFFET (p. 60) |

Translation and critical thinking prompts accompany each quotable quote, as in the following example for Martin Luther King's exhortation above: "Traduzca al español la cita arriba y comente su validez para el mundo de los negocios, con algunos ejemplos." [Translate the preceding quote and comment on its validity in the business world, with examples] (p. 2). Frameworking ethics in this manner serves to prime ensuing discussion of the various business topics and scenarios with an ideomotor effect, i.e., the "influencing of an action [in this case, principled conduct] by an idea [or principle: ethics]" (53).[16]

In the recently published sixth edition of *Éxito comercial* (2014), the **foregrounding** of leadership *per se* appears in turn as the initial bullet of the opening page of both the Instructor's Preface and the Student Preface: "In addition to the continuing emphasis on business ethics (. . .) a new boxed mini-feature entitled **Liderazgo** co-initiates each chapter with quotes and a critical thinking activity emphasizing business leadership (. . .) thus, **business ethics and leadership** constitute a combined overall framework" (IE, p. 1).[17] Frameworking ethics *and* leadership together, as leadership with character, further primes them as ***integrated core values*** to qualify any ensuing discussion of the business topics and scenarios, as in the following examples (see Figure 2):

**Figure 2. *Integridad y ética empresariales* (new boxed mini-feature on business ethics in 5th edition of *Éxito commercial*, 2011) plus *Liderazgo* (a new boxed mini-feature on leadership in 6th edition of *Éxito comercial*, 2014)**

| Capítulo | QUOTABLE QUOTES for ***Integridad y ética empresariales*** | + | QUOTABLE QUOTES for ***Liderazgo*** |
|---|---|---|---|
| 1 | The time is always right to do what is right. MARTIN LUTHER KING (p. 2) | + | El pesimista se queja del viento. El optimista espera que cambie. El líder arregla las velas. JOHN MAXWELL (p. 2) |
| 2 | We don't have to make a choice between profits and principles. JEROEN VAN DER VEER, PRESIDENTE, ROYAL DUTCH PETROLEUM COMPANY (p. 25) | + | Los líderes no surgen de la nada. Deben ser desarrollados: educados de tal manera que adquieran las cualidades del liderazgo. WARREN BENNIS (p. 25) |
| 3 | It takes 20 years to build a reputation and five minutes to lose it. WARREN BUFFET (p. 60) | + | El liderazgo es la capacidad de transformar la visión en realidad. WARREN BENNIS (p. 62) |

As in the case with the critical thinking prompts on ethics and integrity, the same is done with the quotations on leadership, for example, John Maxwell's words of advice above: "¿Qué significa la metáfora del viento y las velas? Explique en otras palabras las diferencias entre el pesimista, el optimista y el líder. Comente con algunos ejemplos la validez de esta cita de liderato para el mundo de los negocios u otras profesiones" (p. x; these questions constitute a critical thinking template tailored to the quotation and the business content). This paired priming, strung throughout the text—for a total of 28 quotable quotes: 14 on ethics and integrity, 14 on leadership—, comprises a first-principle cornerstone on developing generic leadership *with* integrity throughout the business Spanish class. Furthermore, a pedagogical localization is applied to optimize learning outcomes via enhanced relevance in the tailored LSP/BL domain; that is, the critical thinking prompts that accompany the epigraphs are adapted to learner and institutional context,[18] as in the following examples where the generic consideration is reset into the contexts of USAFA and the United States Air Force, as can be done also with any given institutional or learner context (see Figure 3):

**Figure 3. Adaptation of generic critical thinking prompts to USAFA learner and institutional context**

Capítulo 1 QUOTABLE QUOTE for ***Liderazgo***:

El pesimista se queja del viento. El optimista espera que cambie. El líder arregla las velas. JOHN MAXWELL

| Generic Critical Thinking Prompt: | → | Adapted Critical Thinking Prompt: |
|---|---|---|
| ¿Qué significa la metáfora del viento y las velas? Explique en otras palabras las diferencias entre el pesimista, el optimista y el líder. Comente con algunos ejemplos la validez de esta cita de liderato para el mundo de los negocios u otras profesiones. | | ¿Qué significa la metáfora del viento y las velas? Explique en otras palabras las diferencias entre el pesimista, el optimista y el líder. Comente con algunos ejemplos la validez de esta cita de liderato para el mundo de los negocios, la USAFA y la Fuerza Aérea. |

Capítulo 2 QUOTABLE QUOTE for ***Liderazgo***:

Los líderes no surgen de la nada. Deben ser desarrollados: educados de tal manera que adquieran las cualidades del liderazgo. WARREN BENNIS

| Generic Critical Thinking Prompt: | → | Adapted Critical Thinking Prompt: |
|---|---|---|
| Traduzca al ingles esta frase célebre del liderato. ¿Está de acuerdo con la noción de que los líderes no nacen de la nada sino que hace falta desarrollarlos? Explique. En su opinión y en orden de importancia, ¿cuáles serían las tres cualidades más importantes para ser un/a buen/a líder? Justifique su elección. | | Traduzca al ingles esta frase célebre del liderato. ¿Está de acuerdo con la noción de que los líderes no nacen de la nada sino que hace falta desarrollarlos? Explique. En su opinión y en orden de importancia, ¿cuáles serían las tres cualidades más importantes para ser un/a buen/a líder en la USAFA y la Fuerza Aérea? Justifique su elección. |

The text provides a variety of activities through which learners can demonstrate and further develop their leadership skills—e.g., via role plays (person-to-person, by phone, or via email), *realia* readings that require problem solving, case studies, etc.—, as leadership and more general (as opposed to localized[19]) leadership principles continue to be addressed. The content of the opening "Lectura comercial" is previewed by a set of "Preguntas de orientación." Various questions deal categorically with the topics of leadership, integrity, and ethics, so that the priming and personalization of the chapter-initiating epigraphs is further reinforced as the learner prepares to engage the business content via comprehension and critical thinking prompts such as the following:

- ¿Qué es el liderazgo?
- ¿Cuáles son cinco atributos clave de un/a líder?
- ¿Tiene usted los atributos que se requieren para ser buen/a líder? ¿Cuáles son? ¿Cuáles necesita desarrollar más?

- ¿Qué son la integridad y la ética moral?
- ¿Piensa que la integridad y la ética, en los negocios o en cualquier otra profesión, son importantes? Comente con ejemplos.
    - ¿Qué es la RSE [Responsabilidad Social Empresarial] o RSC [Responsabilidad Social Corporativa]?
- ¿Piensa que lo ético es sinónimo de lo legal o no? Explique con algún ejemplo. (2)

A sub-heading within the first "Lectura comercial" is titled "Liderazgo, integridad y ética empresariales: Atributos clave para nuestros futuros líderes" [Leadership, Integrity, and Business Ethics: Key Attributes for Our Future Leaders], and it is here, in the very beginning, that leadership and business ethics are generically defined, with an additional baker's dozen of quotable quotes provided to further illustrate these principles (5-7). For example, "El *Diccionario de la lengua española* define el liderazgo o liderato como la 'condición de líder, persona a la que un grupo sigue, reconociéndola como jefe u orientadora'" (5), which is then elucidated by select quotes from well-known leaders and figures, such as Benazir Bhutto, Theodore Hesburgh, Nelson Mandela, Steve Jobs, Jack Welsh, Peter Drucker, and the poets José Martí and Antonio Machado, concluding with the latter's well-known verses, "Caminante [now a metaphor for leader] no hay camino, se hace camino al andar" [in essence, that there is no single or simple roadmap for creating leaders of character, no leadership-by-the-numbers, as one learns by becoming] (6). Ethics, and particularly business ethics, is defined as follows: "La ética empresarial, ligada con el liderazgo, se puede definir como el conjunto de principios —o el código de integridad— que rige la conducta tanto de una persona como de una empresa. La ética empresarial se basa en un conocimiento moral entre el bien y el mal y se demuestra con decisiones que favorezcan al bien" (6). The section concludes prescriptively with "lo ideal en el

mundo de los negocios sería siempre desarrollar el liderazgo de buen carácter, es decir, un liderazgo tanto individual como empresarial imbuido de integridad. Con este tipo de liderato, pueden ir codo con codo la ética y las ganancias empresariales" (7). The ideomotor priming is reinforced further in an online video, which leads the viewer (learner, cadet) to a culminating call for "developing leaders of character, conviction, and courage, a leadership infused with integrity and capable of making the right decisions."[20]

In the chapter dealing with "gerencia," several orientation questions explicitly address the relationship between management and leadership, and women as (business) leaders, key topics that are further explored in the "Lectura comercial" itself. For greater relevance to the cadet learners, such questions were also adapted to the USAFA and U.S. Air Force contexts, as indicated in the following examples:

- ¿Cuáles son algunas características de un/a buen/a gerente? ¿De un/a buen/a líder? ¿Comparten las mismas características? Comente. [These questions beg the cross-cultural consideration mentioned earlier in this article.]
    - **Adaptation to USAFA context:** Una misión fundamental de la USAFA es la preparación de líderes de carácter e integridad. ¿Cómo se realiza esta misión en la USAFA? ¿Hay una serie de pasos en la USAFA para llegar a ser un/a líder? Explique.
- Aunque sería idóneo que un individuo fuera buen administrador y líder a la vez, ¿es igual ser buen gerente y ser líder? Comente.
    - (Aquí se puede recurrir a la búsqueda de información en Internet, por ejemplo, bajo el tema Warren Bennis, quien nos dice que «el administrador es una copia, el líder es original; el administrador mantiene, el líder desarrolla; el

administrador se concentra en sistemas y en la estructura, el líder se enfoca en la gente».)

- ¿Cómo explica en parte Sheryl Sandberg, la autora de *Lean In: Women, Work, and the Will to Lead*, que no haya más mujeres en puestos de liderazgo? ¿Qué recomienda para cambiar esta situación? (62)
    - **Adaptation to USAFA context:** ¿Qué oportunidades de liderazgo existen para las mujeres en la USAFA y en la Fuerza Aérea? Comente.

In the concluding chapter, titled "Las perspectivas para el futuro," business and the global economy remain tied to leadership with ethics, with two open-ended questions whose function is to further prime the learner to think and act forward in in terms of principled conduct:

- ¿Por qué ha habido tanto interés en la ética empresarial en las últimas dos décadas?
- ¿Qué tipo de liderazgo hará falta en la economía global del futuro? Explique" (492).

This last question invites the learner to consider different cultural characteristics of leadership in a global setting. The final "Lectura comercial," titled "La preparación de los líderes y gerentes futuros para el comercio mundial internacional," closes with a forecast: "Con líderes y gerentes sobresalientes, los frutos del éxito del futuro internacional prometen ser tanto humanitarios como financieros" (502). By now, via ongoing priming and reinforcement, it has long since become a given in the course that "líderes sobresalientes" are by definition ***leaders of character***.

***SSP-BL as an Adaptable LSP Model***

The SPAN 495 SSP course taught at USAFA can serve as an adaptable model of how to infuse any business Spanish class with the foundational principle of leadership with character. It is this contributor's conviction that, in addition to covering the traditional tripartite theoretical areas of functional business content + cultural contextualization + geographic/regional area settings, LSP-business language courses should now automatically incorporate the development

of leadership with integrity, regardless of the pedagogical materials adopted. Such inclusion should be made integral to the theoretical modeling and methodologies in business language studies that address fundamental issues such as the ends to which business languages are ultimately taught. Beyond the pedagogical immediacy of business language adapted to institutional context, leadership with character should be hardwired into the overall LSP/SSP enterprise, which itself ***must*** become fully invested in the business of helping to develop tomorrow's leaders. While the text used in this particular business language class was designed to incorporate leadership and ethics, other LSP courses and materials could be similarly primed and adapted via the instructor's inclusion of thought-provoking ethical and leadership prompts.

**Conclusion: A Proposed Shift in Focus**

LSP/SSP courses have been defined traditionally by their particular professional sector and corresponding content domain, such as Spanish for *business*, *medical and health care*, *criminal justice*, etc. Here we are proposing a shift or expansion in focus to an overarching principle, that of leadership with integrity, as a defining LSP/SSP element *per se*, regardless of course content. The idea is that leadership, leadership principles, and leadership development—general, localized, comparative, diachronic and synchronic, personalized, and self-critical—should become a core LSP/SSP consideration, a signature feature for today's learners, tomorrow's leaders. To such end, it is hoped that this example of Spanish at the United States Air Force Academy may serve as an illustrative and adaptable model in which the focus on developing leaders of character becomes an extended LSP as well as a universal curricular and research priority in foreign language instruction, infused throughout all content domains and levels of proficiency. On this forward looking note, we close this special monographic issue of *Cuadernos de ALDEEU* dedicated to *Spanish for the Professions and Other Specific Purposes*.

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APPENDIX 1. SAMPLE CULTURAL SCENARIO

EL PROTOCOLO

La situación:

El himno nacional de otro país está sonando mientras tú estás representando a los Estados Unidos (de uniforme).

¿Qué debes hacer?

- ¿Saludas a la bandera?
- ¿Adoptas una posición de "firmes" (attention)?
- ¿Te mantienes sentado?

Respuesta cultural apropiada:

- Tú no debes en ningún caso permanecer sentado en el asiento. (Excepto si las normas locales lo dicen expresamente, lo que sería muy extraño).
- Debes estar en posición de firmes (attention).
- Haz exactamente lo que hacen los militares locales. Saluda a la bandera si ellos lo hacen.
- Si estás solo con civiles extrema el respeto y actúa con la máxima consideración.
- Mejor ser demasiado respetuoso que no serlo.

Puedes demostrarte como líder, poniendo un buen ejemplo para tus subordinados en esta ocasión.

Translation: PROTOCOL

The situation:

The national anthem of another country is playing while you are in the stands as a representative of the U.S. (in uniform). What do you do?

- Do you salute their flag?

- Do you stand at attention?
- Do you remain in your seat?

Culturally appropriate response:

- You would not remain in your seat (unless for some reason this is the local custom).
- You would stand at attention.
- Regarding a salute of their flag, it depends on the protocol of that country. If they salute the flag, then you would also. If they stand at attention and do not salute, you would do the same.

This is a perfect opportunity to demonstrate leadership to your subordinates by setting a good cultural example and acting in a culturally appropriate manner.

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[1] The three Service Academies are the United States Military Academy at West Point, established in 1802; the United States Naval Academy, established in 1845; and the United States Air Force Academy, established in 1954.

[2] This USAFA composite data draws from current institutional boilerplate statistics as provided earlier in Daniel Uribe, Jean W. LeLoup, and Terrence Haverluk, Cadet Characteristics Snapshot. "Assessing Intercultural Competence Growth Using Direct and Indirect Measures." *NECTFL Review*, 73(2014): 17. Web. 2 Feb 2014.

[3] For a discussion of intercultural competence in general, various models and measures, and specific application to USAFA, see Uribe, Daniel, Jean W. LeLoup and Terrence W. Haverluk.

"Assessing Intercultural Competence Growth Using Direct and Indirect Measures." *NECTFL Review*, 73: 15-34.

[4] A relatively initial rank in the United States Air Force order: Second Lieutenant [2nd Lt], First Lieutenant [1st Lt], Captain [Capt], Major [Maj], Lieutenant Colonel [LtCol], Colonel [Col], and General [Gen]).

[5] Long et al also advocate for addition of leadership to language curricula focused on civilians. See their white paper "Fusing language learning and leadership development: Initial approaches and strategies."

[6] The list is loosely based on select competencies from *The Student Leadership Competencies Guidebook. Designing Intentional Leadership Learning Development* (2014) in which Seemiller identifies and defines over fifty leadership competencies.

[7] Doyle, "Business Language Studies," "Business Spanish in the United States," "New American Educational Epistemology," "Responsive, Integrative Curriculum"; Fryer; Fryer and Guntermann; Grosse, "Change, Challenge, and Opportunity," "Survey of Foreign Languages for Business," "Survey of Spanish for Business"; Grosse and Voght, "Evolution of Languages for Specific Purposes" and "Foreign Languages for Business and the Professions"; Kelm, Long, Sánchez-López.

[8] Domcekova, Doyle, "Continuing Theoretical Cartography," Lafford, Lear, and Sánchez-López ("Español para fines específicos" and *Scholarship and Teaching*). See other SSP emphases such as engineering (University of Rhode Island and Iowa State University) and technology (Georgia Institute of Technology).

[9] E.g., the undergraduate major, minor, or certificate programs, such as UNC Charlotte's longstanding Certificate in Business Spanish and Certificate in Translating, and graduate

programming within the M.A. in Spanish (a full track in Translating and Translation Studies), the Graduate Certificate in English-Spanish Translating, and the Certificate in Business Spanish, which may also be earned by graduate students via graduate courses in business Spanish. For more, see http://languages.uncc.edu/.

[10] See Rogelio Miñana's interesting article on Mount Holyoke College's Spanish Department, whose "curricular

refashioning suggests broader lessons that might advance the ongoing conversation regarding the mission and location of United States Spanish programs" (1).

[11] Language Program Information for Incoming Cadets, http://www.usafa.edu/df/dff/newby.cfm, np, consulted 25 Jan 2014.

[12] Three of the co-authors of this article have served as Distinguished Visiting Professors of Spanish at USAFA: Dr. Jean W. LeLoup (academic years 1995-1996, 2007-2008, and 2008-2009), Dr. Sheri Spaine Long (academic years 2011-2012 and 2012-2013), and Dr. Michael Scott Doyle (academic year 2013-2014). Dr. LeLoup is employed by USAFA in a regular full-time faculty capacity.

[13] An article by Doyle on the topic of such adaptation is in progress, with the working title of "Extending the Model for Adapting Business Language Content to Context: Method in Business Spanish at the United States Air Force Academy," which was the title of the presentation given by Doyle at the 16th CIBER Business Language Conference in Park City, UT on 4/25/14.

[14] http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf, p. 20, consulted 25 Jan 2014.

[15] The slightly modified wording in the sixth edition (2014), which reads as follows, retains the same emphasis on leadership: *Éxito comercial* (. . .) seeks to foster and enhance the skills, creativity, ***leadership***, cooperative spirit, and good will of our future global managers, who must become lifelong learners of language and culture (IE 15, bold italics added).

[16] For more on the "remarkable priming phenomenon" in psychology, see "The Marvels of Priming" in Kahneman's *Thinking, Fast and Slow* (52-58). Priming occurs when one idea primes (or influences, predisposes, inclines) association with a following idea. The priming phenomenon extends to "the influencing of an action by an idea," known as "the idiomotor effect" (53).

[17] The decision by the co-authors of the sixth edition of *Éxito comercial* to foreground and prime leadership with character was independent from and prior to the invitation received by co-author Doyle to serve as DVP at USAFA.

[18] Stated as such in the Fall 2013 syllabus: "Business ethics and leadership will constitute a combined overall framework for the course, the content of which has also been adapted to the USAFA setting" (p. 2).

[19] This is an aspect that must be more fully developed in future educational materials for LSP/SSP-business and other LSP/SSP courses, per the recommendations in "Fusing language learning and leadership development: Initial approaches and strategies": "[I]t is important to bear in mind that teaching and exemplifying leadership is not done in the same way throughout the world. Indeed, the idea of instilling leadership in other cultures may differ greatly from the direct approach taken in the U.S. educational arena" (10). One of the conclusions of this white paper is that "the most unique aspect of the fusion of leadership development and language learning is to provide opportunities to examine leaders, followers and leadership in general and to explore how they might look different and behave differently in foreign cultures" (12).

Regarding management principles and methods in different cultures, in this case in the United States and in the Spanish-speaking world, these constitute a primary cultural topic in *Éxito comercial*, whose subtitle is precisely *Prácticas administrativas y contextos culturales*. This cultural comparison and contrast for managerial practice, as well as being a thematic thread that runs through the entire text, is also summarized in "Apéndice 5: Tendencias culturales en los negocios" (pp. 563-571).

[20] The sixth edition of *Éxito comercial* is accompanied by a full, online 14-chapter video component.